DOCUMENT RESUME

ED 383 104 EA 026 761

TITLE	Developing a Framework for the Continual Professional Development of Administrators in the Northeast. The DeWitt Wallace-Reader's Digest Fund Study Conference (November 1992).
INSTITUTION	Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS AGENCY	DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE	Nov 92
NOTE	36p.
AVAILABLE FROM	Regional Laboratory for Educational Improvement of the Northeast & Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810 (Order No. 9069; $8.50 plus $2.50 shipping).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Characteristics; *Administrator Education; Administrator Effectiveness; Administrator Evaluation; *Administrator Qualifications; *Certification; Competence; *Educational Administration; Elementary Secondary Education; *Leadership; Leadership Qualities; *Professional Development
IDENTIFIERS	*United States (Northeast)

ABSTRACT

Six northeastern states and The Regional Laboratory for Educational Improvement of the Northeast and Islands convened 42 exemplary principals, superintendents, educational administration faculty, representatives from business and industry, and legislators to discuss the professional development of school- and district-level administrators within the region. The conference was part of a larger endeavor called the Common Market Project, which also formed the Administrator Standards Working Group (which is working toward the development of a regional credential for administrators). This document is a product of the conference, which sought to establish a framework for a continuum of professional development for existing and future administrators. The conference revised the proposed regional competencies to include a focus on the demonstration of proficiency; drafted a framework for continuous professional development; and created a committed cadre of individuals in the northeast region. It also identified the following concerns to be addressed by the Administrator Standards Working Group: (1) the number of credentials to be issued; (2) the most feasible method for implementing a regional delivery system for professional development; and (3) the representativeness of the strategies to the administrative community at large. Three figures are included. Appendices contain a draft of competencies for administrators and a list of conference participants. (LMI)

ED 383 104

DEWITT WALLACE-READER'S DIGEST FUND

STUDY CONFERENCE

November 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

J. Angelis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

PREFACE

In November 1992, with the support of the DeWitt Wallace-Reader's Digest Fund, six Northeast states and The Regional Laboratory for Educational Improvement of the Northeast and Islands convened 42 exemplary principals, superintendents, faculty members from institutions that prepare administrators, representatives from business and industry, and legislators to discuss the professional development of building- and district-level administrators within the region. The goal of the two-day, four-stage DeWitt Wallace-Reader's Digest Fund Study Conference was to establish a framework for a continuum of professional development for existing and future administrators.

This document, which is a product of that conference, represents another step in an exciting journey toward the development of a regional credential for building- and district-level administrators in the Northeast. Over the past two years, staff from state education agencies and the Laboratory—with the assistance of practitioners—have drafted regional competencies for administrators, prepared for the development of performance assessments to evaluate a candidate's achievement of those competencies, and initiated the discussion to revamp professional development opportunities to meet the vision of the competencies.

As a work in progress, this report will be used by state education agency staff, Laboratory staff, and Study Conference participants in circumstances that provide an opportunity for dialogue. It will be a means to broaden the discussion, refine and expand on the framework, and encourage action to improve the professional development of administrators. In addition, it will also be used by the committees of practitioners that are working with National Evaluation Systems to develop the performance assessments.

The continued success of all of these efforts rests on the ability of staff in the Northeast states and at the Laboratory to employ the talent, expertise, and dedication of those affected by or affecting changes in the preparation, certification, and development of school administrators in the Northeast. We hope you will join with us to make these endeavors successful.

ACKNOWLEDGMENTS

Members of the Administrator Standards Working Group of the Northeast Common Market Project, who represent seven state education agencies in the Northeast, and staff from The Regional Laboratory for Educational Improvement of the Northeast and Islands would like to thank:

the DeWitt Wallace-Reader's Digest Fund, for making this event possible;

Mildred J. Hudson, Program Officer at the DeWitt Wallace-Reader's Digest Fund, for her continual guidance and support;

Pat S. Dyer, Project Director, New York State Education Department; Katharine A. Eneguess, Vice President, Business and Industry Association of New Hampshire; and Nelson E. Walls, Director, Maine Leadership Consortium; for their direction, interest, dedication, and tireless efforts as Planning Committee members to make the Study Conference a success;

the participants, for their enthusiasm, vision, and willingness to dedicate a portion of their busy lives to this endeavor;

Jan Williams and Peter Smith, for their ability as facilitators to keep us on track and moving forward during the four days;

Jacqueline Bigford, Sue Martin, and Anne Newton for their skills in writing and editing the final product;

Emily Domurad, for her ability to make the final product inviting; and

Alicia Hines, Administrative Coordinator of the Northeast Common Market Project, for holding it all together and fulfilling every need of the participants and Laboratory staff.

TABLE OF CONTENTS

PREFACE i

ACKNOWLEDGMENTS iii

INTRODUCTION 1

The Context 1
The DeWitt Wallace-Reader's Digest Fund Study Conference 3

FRAMEWORK FOR THE CONTINUAL PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS 5

Assumptions 5
Current Practice 6
Vision for Professional Development 6
Content and Methodology 9
Delivery Systems 14
Implementation Strategies 17
Recruitment Strategies 19

EPILOGUE 23

APPENDICES 25

A Seventh Draft of Competencies for Administrators 26

B Participants at the DeWitt Wallace-Reader's Digest Fund Study Conference 29

INTRODUCTION

the context

The DeWitt Wallace-Reader's Digest Fund Study Conference, which was supported by a grant from the DeWitt Wallace-Reader's Digest Fund, is part of a larger endeavor called the Northeast Common Market Project. This project, a collaborative effort of the Commissioners of Education in the New England states and New York and The Regional Laboratory for Educational Improvement of the Northeast and Islands (henceforth the Laboratory), began in November 1987. The impetus for the project was a shared concern regarding the continual supply of highly qualified educators in the region in the 21st century. This effort has led, among other things, to the implementation of a Northeast Regional Credential (NRC) that enhances the mobility of educators within the region, the development of an integrated regional database on certified educators in the seven states, and the creation of a guidebook for educators who are mentoring new or experienced teachers.

When the proposed titles for the Northeast Regional Credential were presented to the Commissioners of Education for their approval in May 1989, they noted the absence of credentials for administrators. They asked the Northeast Common Market Project staff (state and Laboratory staff) to establish regional, visionary standards on which a regional credential for administrators would be based. This credential would enable school leaders to be employed in any of the Northeast states that honored the NRC.

For the past two years, the Administrator Standards Working Group has been working toward the development of a regional credential for administrators. Its efforts have focused on three areas: the creation of regional competencies, the development of performance assessments to evaluate a candidate's proficiency regarding those competencies, and the creation of a system of professional development for administrators that is also tied to those competencies.

The members of the Administrator Standards Working Group began this task by reviewing demographic trends, futures literature, educational research, and best practices to determine their beliefs regarding schools in the 21st century. Those beliefs, around which there is a growing consensus in the field, are as follows:

> Schools of the future will need to be restructured to meet the demands of a changing society, for example, a more diverse

student population, a changing economy, and advances in technology. These schools will have their primary focus on students, stress a continuum of learning (from early childhood through adult education), concentrate on active learning, involve interdisciplinary instruction, utilize new ways of grouping students and innovative staffing arrangements to implement the instructional program, reflect each institution's particular culture, and function in a global society. There will be no one model of a school, so the standards developed for administrators will have to be expansive to accommodate this diversity.

Many do not acknowledge the need for change in our schools. However, the irrefutable facts are that many students are not achieving their full potential and are not being prepared for life in the 21st century. In order to respond to changing social, economic, and political forces, schools must ensure that all students are prepared to function in the future.

After agreeing on these beliefs, the members of the Administrator Standards Working Group worked with selected practitioners to draft regional competencies for superintendents and principals that reflected these beliefs. Over the last year, stakeholders in each of the participating states have been asked to rank the importance of the proposed competencies in terms of the preparation of administrators (see Appendix A for the latest draft of the competencies).

In February 1992, the Administrator Standards Working Group released a Request for Proposal to develop and administer performance assessments that would evaluate a candidate's proficiency in terms of those competencies. National Evaluation Systems, Inc., in Amherst, MA, has been selected to develop, validate, and administer those assessments.

the dewitt wallace-reader's digest fund study conference

In November 1992, with the support of the DeWitt Wallace-Reader's Digest Fund and the assistance of 42 exemplary practitioners, representatives from business and industry, and legislators, the Administrator Standards Working Group focused on the creation of a framework for the continual professional development of principals and superintendents that is based on the proposed competencies. The goal of the two-stage, four-day conference was to establish a framework for the continuum of professional development for existing and future administrators in the region.

Participants were selected for the unique contributions that they could bring to the process. Educators, including principals, superintendents, teachers, and faculty from institutions that prepare administrators, joined representatives from business and industry, legislators, members of the Administrator Standards Working Group, and Laboratory staff to create this framework (see Appendix B). The framework, with the proposed regional competencies as its base, identified the content — the knowledge and experience necessary to prepare candidates or enhance the skills of existing administrators; methodologies — the techniques and strategies that could be used to gain that knowledge and experience; and delivery systems — the individuals, organizations, or institutions that can provide that knowledge and experience. In addition, approaches to implementing the framework throughout the region and strategies for recruiting members of underrepresented groups into educational administration were recommended.

The study conference was held in two stages: November 4–6 at the Chatham Bars Inn in Chatham, MA, and November 17 at the Laboratory in Andover, MA. During the three-day session, participants worked in small, mixed-role groups to:

- briefly reflect on the history and benchmarks of professional development of administrators;
- review current trends, practices, and expectations for professional development;
- collaboratively develop their vision of an ideal professional development process;
- revise the standards for the proposed competency clusters,

that is, visionaries and responsible risk takers, embracers of diversity, exemplars of interpersonal skills, collaborators, educational managers, and educational and instructional leaders; and

identify the content and strategies essential to the development of each competency cluster.

On the last morning in Chatham, six new groups, each focusing on a particular competency cluster, were formed. The new group had at least one representative from each of the original groups. That individual was responsible for sharing his or her original group's thoughts regarding that competency cluster. The task of these new groups was to draft a framework for a specific competency cluster that addressed the content and methodologies vital to that competency cluster and the vehicles through which that content could be gained by existing or future school leaders.

Prior to their departure from Chatham, participants received handouts of each small group's work with the exception of the draft frameworks developed on the last day. On the following Tuesday, the draft frameworks were mailed to participants.

On November 17, the participants — in their small, mixed groups from the last day of the first stage — revised their pieces of the framework. They also addressed approaches to implementing the framework and strategies for recruiting members of underrepresented groups into educational administration.

This document portrays the participants' vision for professional development of administrators in the Northeast and their recommendations for its implementation. It is the beginning of an extensive journey that will invite continual discourse and action on the part of many to enable all of us to reach its end.

FRAMEWORK FOR THE CONTINUAL PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS

From the beginning, the participants acknowledged the immensity of their task. Charged with creating, reflecting, and finalizing the framework for assuring the success of superintendents and principals in schools and districts in the 21st century, their recommendations would have far-reaching, long-term effects. The mission seemed difficult at best, considering their diverse backgrounds and philosophies. However, as one participant explained, "The richness of the information and the clear sense of what *could be* drove us into each new step in the process." Another said, "I am amazed at the commonality of philosophy we share. I would never have believed we could accomplish what we have, knowing the complexity involved."

assumptions

Before creating a framework, the participants identified the assumptions on which their vision of professional development would be based. This vision and their assumptions rested on two fundamental beliefs: *the standard for the professional behavior of administrators is that all children are learning and change is a continuing phenomenon.* Their assumptions regarding the professional development of administrators are that it:

requires careful recruitment and selection of candidates and participants.

is a clearly articulated, systematic, and lifelong process based on a school's or district's mission and goals.

exists within a system that values and rewards individual responsibility, personal assessment, and growth by providing resources for professional development opportunities and incentives to encourage staff to participate.

has content that is current and based on research. The process by which this content is delivered or the content itself offers explicit ways to reflect on practice through problem-solving activities, action research, etc.; balances learning from within the system with cross-profession research; encourages peer reviews; addresses people skills; and moves beyond common sense to managerial and leadership skills.

- is a reflective, experience-driven, and contextually sensitive process that focuses on problem solving and balances affective, cognitive, and skill-building development.

- is rewarding, energizing, and encouraging of iterative change and professional growth.

- is shaped and pervaded by collaboration among colleagues and service providers, for example, through internships, apprenticeships, mentoring relationships, and peer support groups.

- insists on a continual cycle of assessment of core knowledge; values, attributes, and attitudes; cognitive style; interpersonal skills; and leadership skills and development.

- relies on a regional (multistate) delivery system and wide use of shared resources in person or through technology.

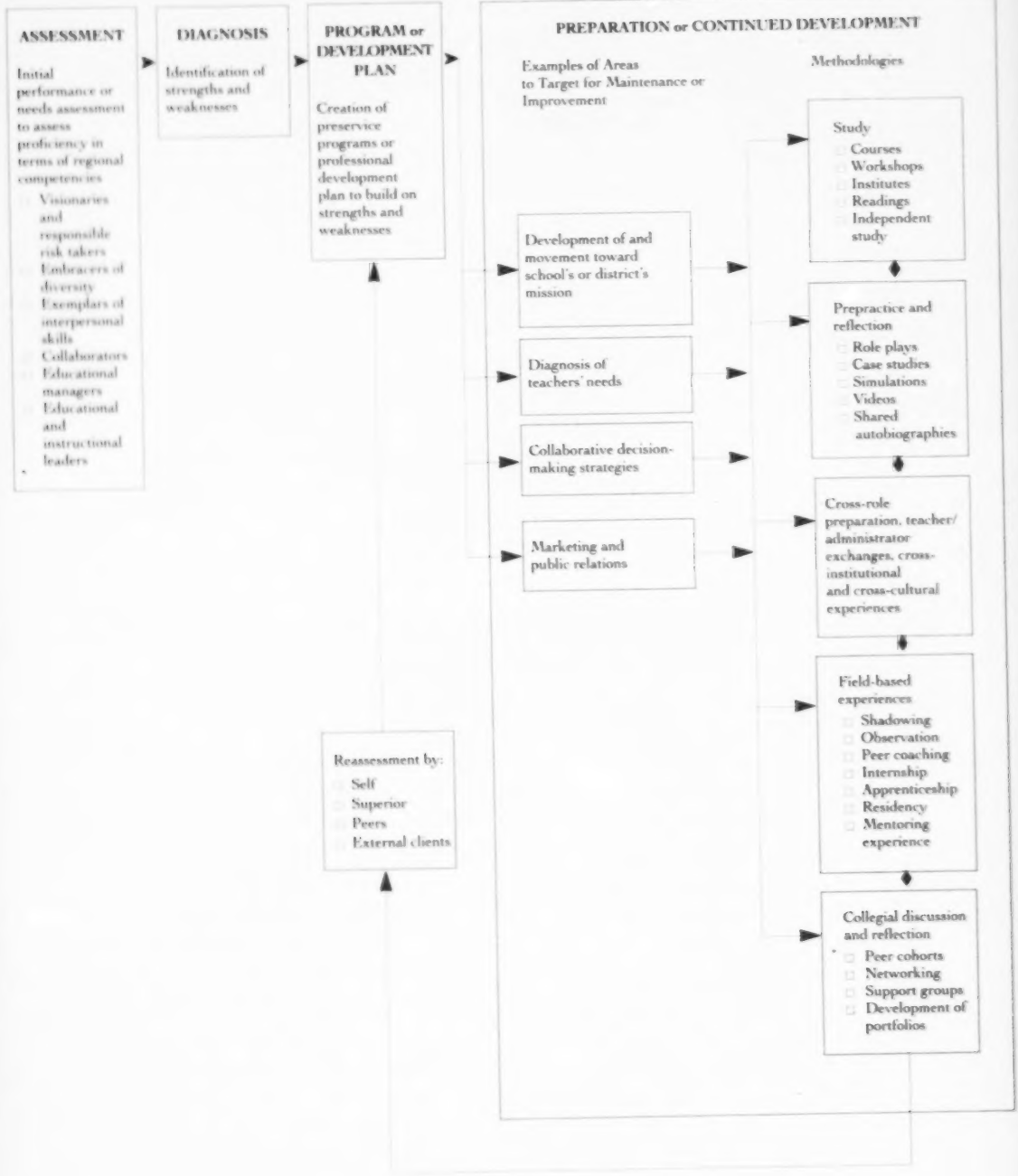
current practice

Participants described current professional development practices as random and disjointed, not continuous; fragmented, not systemic; almost always introductory; often prescriptive or "expert driven;" usually input based, rather than output based; and conducted in isolation. Few resources — money, time, climate, reward — are allocated to professional development. Most of these experiences are self-selected for the purpose of obtaining a credential/degree, certification, or salary increase.

vision for professional development

Finally, in small groups, they developed their vision for the professional development of administrators. Figure 1 presents the dynamic process through which this vision can be realized. It is a continuous cycle of assessment, diagnosis, program planning, instruction and experiential learning, reassessment, and continued development that takes place throughout an individual's professional life — from the initial decision to become an administrator to, and perhaps even through, retirement. It enables an administrator to keep abreast of the latest issues, research, and instructional and management strategies; determine their implications for his or her educational philosophy and practice; and apply those learnings to his or her own context.

1—PROPOSED PROCESS FOR THE SIONAL DEVELOPMENT INISTRATORS



BEST COPY AVAILABLE

In the initial stages of preparation, a needs or performance assessment identifies a candidate's proficiency in terms of the regional competencies. Data from the assessment are used to diagnose the candidate's strengths and weaknesses and to plan an instructional and experiential program that builds on the candidate's strengths and aims to overcome his or her weaknesses. The program will involve study of a variety of topics, examples of which are offered in Figure 1, with accompanying activities that provide practice and reflection, guided experiential learnings in the field, and collegial discussion and reflection. For example, preparation in collaborative decision-making strategies may begin with study through a course at a college or university, a workshop held by a professional association, or an institute conducted by a leadership academy. This study might be enhanced by the use of role plays or simulations in a setting that encourages collegial discussion and reflection. Then, the candidate would experiment with those decision-making strategies in an internship or apprenticeship, benefiting from reflection on their effectiveness in practice and adapting them to the context at hand. Throughout this program, the candidate and his or her program advisor or peers periodically reassess the candidate's progress and adapt his or her program.

The process for an existing administrator contains the same elements; however, that individual is more likely to possess a greater number of strengths and more experience on which to continue building expertise. Reassessment is likely to be undertaken by the individual, peers, or clients — students, parents, or staff. The content is most likely to address innovations. The vehicle through which learning occurs may be courses, workshops, institutes, networks, or cross-institutional or cross-cultural experiences, and the context for experimentation would more than likely be his or her school or district.

The participants' vision and framework are based on the regional competencies listed in Appendix A. These competencies are founded on the belief that school leaders will be visionaries and responsible risk takers, embracers of diversity, exemplars of interpersonal skills, collaborators, educational managers, and educational and instructional leaders. The text on the following pages presents the participants' views on the content and methodologies that are vital to achieving proficiency in these competencies; the systems that could facilitate a candidate's or

practicing administrator's acquisition of this knowledge and experience; the strategies that need to be employed to assure implementation of this vision and framework; and the strategies necessary to recruit more members of underrepresented groups into leadership positions.

content and methodology

In the four days of deliberation, no distinction was made between content offered at a preservice level and that offered at the inservice level for principals or superintendents. That issue will be resolved as the dialogue continues in the region. However, participants did identify content that was vital to each of the competency clusters (see Figure 2). Group dynamics and process skills, though placed under exemplars of interpersonal skills and educational and instructional leaders, also figured prominently in three other competency clusters.

Several groups prefaced their discussion of content and methodology with statements that warrant further consideration by all the Study Conference's participants, those who engage in the continuing regional dialogue, and those who develop preservice or inservice programs to prepare school leaders.

> The competencies, on which the content is based, apply to all educational administrators. It is the degree of knowledge required that separates a superintendent from a principal. Perhaps, the competencies should be expressed as a continuum of knowledge that moves from familiarity to understanding to application.
>
> The training design for candidates or practitioners must be driven by an underlying belief system about how people learn, model, and then teach and lead others. It should reflect adult learning and practice as well as authentic assessment.
>
> People learn best when they have the opportunity to:
> make explicit their own personal beliefs about leadership and learning,
> explore the beliefs and theories of others,
> compare their personal beliefs to those of others,
> consider the implications of these beliefs for leadership and systems,
> try new practices in their workplace or system, and
> reflect on new practices with a supportive peer group.

FIGURE 2—PROPOSED CONTENT FOR PROFESSIONAL DEVELOPMENT PROGRAMS FOR ADMINISTRATORS BY COMPETENCY CLUSTER

VISIONARIES AND RESPONSIBLE RISK TAKERS

- History of education, including previous educational reforms
- Comparative systems
- Learning theories
- Leadership theories and models
- History of leadership and visionary thinkers
- Decision-making theories and models

EMBRACERS OF DIVERSITY

- Societal and historical knowledge
  - The Bill of Rights, the Constitution, the Declaration of Independence
  - Federal and state policies and laws, court decisions, and regulations
  - Trends in local, state, and national demographics
  - Immigrant and racial or ethnic groups and their migration and mobility patterns
  - Social movements of diversity, particularly civil rights and women's movements
  - Politics of power issues related to diversity
  - Other organizational and disciplinary approaches to managing diversity, for example, those of business and industry
- Organizational and professional knowledge
  - Implications of educational practices to the issues of diversity, for example, tracking and differential expectations
  - Nature of diversity in the community
  - Employment practices and policies that reflect diversity issues
  - Implications for policy and practices on gender differences
  - People and organizations that are resources for information
- Self-knowledge
  - Awareness of one's own biases and prejudices

EXEMPLARS OF INTERPERSONAL SKILLS

- Communication
  - Positive feedback–"I" messages
  - Motivating others
  - Active listening
  - Verbal and nonverbal communication
  - Humor
  - Empathy (cultural diversity)
- Public relations
  - Mediation
  - Negotiation
- Group dynamics and process skills
  - Consensus
  - Team building
  - Different decision-making skills
  - Problem ownership
  - Problem solving
  - Group power
  - Conflict resolution

COLLABORATORS	EDUCATIONAL MANAGERS	EDUCATIONAL AND INSTRUCTIONAL LEADERS
Awareness of different constituencies and recognition of their needs	Information processing (ability to read critically, comprehend, and internalize information)	Interpersonal, small-group, and large-group processes
Ability to promote high-performance teams	Fiscal management	Structures and frameworks for instruction
Self-reflection	Long- and short-term planning	Child and adolescent development theory, including cognitive development
Understanding of power—its uses, definition, methods, and politics	Site-based management	Learning theories
	Process and procedures regarding the creation and monitoring of regulations and policy	Knowledge and strategies dealing with diverse needs
	Marketing and public relations	Curriculum development and design, implementation and evaluation, and alignment
	Technology—transfer of technology to management functions	Program planning and assessment
	Analysis and evaluation—self, peer, and subordinate evaluation	Staff development using adult development theory, including cognitive development
	Systemic change, global thinking; actualization of organizational and systems theory	Supervision, particularly for instruction, as an interactive growth process
		The change process
		Research
		Program evaluation—formative and outcome based
		Organization development
		The community and its resources
		Facilities to support learning

Work in the area of diversity must take individuals from tolerance through respect to an embracing of diversity or enculturation. It should be guided by the following preconditions or principles:

> Diversity is to be valued. It is a resource, not a problem.
> Valuing diversity is valuing people and ideas.
> Those who value diversity believe that everyone can contribute and gain.
> Those who value diversity see differences as strengths.
> An ethic, which drives a career-long discovering of the importance of diversity, must be established and shared within our professional practices.

An effective instructional leader is one who knows, understands, and demonstrates skill at developing a school culture and climate that recognizes the value of learning, fosters learning, and rewards learning. This effective instructional leader attends to research and to the context within which that knowledge is applied.

With the content defined, methodologies — the teaching and learning strategies that could be used to attain this content — were identified. Among those were:

> study;
> prepractice and reflection;
> cross-role preparation and exchanges, cross-cultural experiences, or cross-institutional experiences;
> experiential guided learnings; and
> collegial discussion and reflection.

Although presented linearly, these strategies may not be employed in that fashion. For example, reflection and collegial discussion would be important aspects of all methodologies, and forms of experiential-guided learning experiences would be used early in a candidate's preparation. However, these strategies are marked by a progression in authority or responsibility whether involving a candidate or a practicing administrator, who is acquiring new knowledge or expertise.

Study involves reading, writing, and reflection through courses, workshops, institutes, or independent study. As a methodology, it was embraced by all participants, although its content and format depends somewhat on the competency cluster addressed. For example, in preparing visionary leaders, study would address the history of education, including previous educational reforms; comparative systems; theories of learning; leadership theories and models; the history of leadership and visionary leaders; and decision-making theories and models. In preparing leaders to embrace diversity, study would focus on readings in comparative literature (history, fiction, anthropological and ethnographic studies, original historical documents, records of social movements) and the use of nonprint media (movies, plays, concerts, festivals, television, videos, electronic media, and travel).

Prepractice and reflection through role plays, case studies, simulations, videos, and shared autobiographies were perceived to be appropriate for a majority of the competency clusters. These opportunities allow for the identification and analysis of problems, the determination of potential solutions, the application of a solution, and reflection on the effectiveness of that solution. In addition, they would provide candidates or existing administrators with opportunities to develop their own self-awareness and an appreciation of others.

Cross-role preparation for teachers, supervisors, principals, and superintendents; exchanges between teachers and administrators; and cross-institutional and cross-cultural experiences would add depth to a school leader's preparation. Cross-role preparation and teacher/administrator exchanges would allow candidates or practitioners to gain an understanding of the professional needs and lives of their colleagues. Cross-institutional experiences would expose candidates or practitioners to practices in the private sector, nonprofit organizations, government, social service agencies, medicine, or recreation and challenge them to determine the applicability of those practices to education. Cross-cultural experiences would offer another means by which individuals could develop self-awareness and an appreciation of others.

Experiential-guided learning experiences take many forms: observation, shadowing, peer coaching, internships, apprenticeships, residencies, and/or mentoring experiences. These are all hands-on

experiences with skilled individuals. They extend for a specified time and, taken together, provide a continuum of experiences with increasing levels of authority or responsibility for candidates or practitioners. (See Figure 3 for an example of how this continuum could be used to develop a candidate's interpersonal skills.) Collegial discussion and reflection are methods that would be employed throughout a candidate's preparation and subsequent years of practice. Discussions and reflection with colleagues enable a potential or practicing leader to identify his or her beliefs, weigh them against the beliefs or practices of others, determine the implications of others' beliefs and practices for his or her practice, and assess the implications for his or her workplace.

delivery systems

After defining the appropriate content and methodologies, participants discussed the delivery systems that could facilitate a candidate's or practicing administrator's acquisition of specified knowledge and experience. Although some conclusions were reached, many more opportunities were generated that warrant further exploration.

Participants agreed that:

> The current model of preparation, primarily through institutions of higher education, needs to be expanded.
>
> Institutions of higher education have two roles in the preparation of administrators: to help future and current school leaders conceptualize their beliefs regarding education, leadership, and teaming and to collaborate with other entities to facilitate a wide range of reflective, field-based experiences.
>
> The second role for higher education implies the development of new relationships among and between colleagues both within and outside their institutions. New linkages would be forged across departments within institutions, so that prospective school leaders could take courses throughout the university. New relationships would be established among and between colleagues in institutions of higher education, schools, professional associations, community agencies, regional agencies, state education agencies, and the private sector — all of whom share the mission of providing lifelong learning opportunities for school leaders.

FIGURE 3—A CONTINUUM OF EXPERIENTIAL-GUIDED LEARNING EXPERIENCES FOR THE DEVELOPMENT OF INTERPERSONAL SKILLS

PRESERVICE EXPERIENTIAL LEARNING	INTERNSHIP	RESIDENCY
Intense, short, focused (five or so days) in or by a college, university, professional organization, or consultants, etc.	Prefer two years, but, practically, may be only one year—needs some financial support. Four quarters: First quarter would involve shadowing to get holistic view with principal or central office mentor, who must also have training as a mentor. Reflection, journal writing, regular meetings with mentor, and cohort gatherings would be a part of this experience. Next three quarters would involve *immersion* in various aspects of administration, different employee subgroups, parents, etc. Summers during these quarters would be spent in a different culture. (Districts could pair up and exchange.)	Three years on-the-job as a full-time principal or superintendent with a temporary or provisional certificate. Involves ongoing training and reflecting, an on-site or off-site peer support system, a collegial mentor, and continual accessing of additional short-term, focused workshops or institutes in interpersonal skill building, with backup in building to support administrators leaving buildings or districts to participate in the above.

- Whether alone or in collaboration or conjunction with institutions of higher education, preparation could be acquired through:

    - community resources such as corporations, health maintenance organizations, or hospitals;
      leadership institutes or academies;
      professional associations;
      workshops by experts on core topics, seminars, conferences, or conventions;
      consultants; and
      formal or informal connections with colleagues through peer groups or cohorts, mentoring or being mentored, or E-mail.

- Technology will have an increasing role in the delivery and sharing of knowledge, for example, the use of interactive video, distance learning, and E-mail.

Participants believed that theoretical knowledge could be gained through courses at the university, either taken independently or in learning groups. However, the importance of experiential learning in gaining proficiency in some competencies (those related to embracing diversity or becoming exemplars of interpersonal skills) led participants to recommend more on-site or field experiences and less university coursework.

Finally, some participants envisioned a regional delivery system. The heart of the program would be several regional, magnet academies that focused on developing a candidate's proficiency in the competencies. Institutions of higher education, professional associations, or private consultants would submit proposals in response to a Request for Proposal for the development of these academies to a coordinating agency, such as the Laboratory or an advisory board of state licensing representatives that included administrators and representatives from institutions of higher education. The coordinating agency would then select the academies.

At the preservice level in this regional delivery system, a candidate would affiliate with either an institution of higher education or the system of field-based academies. In either case, as Figure 1 indicates,

the candidate would take an initial, diagnostic performance assessment and plan a program that accesses the institution of higher education and academies as needed. A candidate's learning activities might include college courses, field-based workshops, institutes, distance-learning courses or workshops, or correspondence-based courses or workshops. Once a program is completed, the candidate could take the performance assessment that is tied to the receipt of the regional credential. If the candidate passes the performance assessment, he or she would receive a regional credential. If the candidate does not pass the performance assessment, he or she would continue developing proficiency in the competencies until achieving successful passage of the assessment.

At the continuing education level in this regional delivery system, a credentialed administrator would demonstrate continuous professional learning every five years. Acceptable evidence of continuous professional learning could be any of the following: completing a degree; passing another performance assessment; attending several workshops, institutes, academies, or classes; preparing to be a mentor and mentoring a colleague; or completing a performance review by peers via a portfolio assessment.

With many opportunities suggested and few decisions regarding delivery systems made by the participants, more discussion and experimentation within the region needs to occur. There is *no* one effective way to provide professional development to administrators. Several demonstration projects could be designed, implemented, evaluated, and revised. The knowledge gained from these demonstration projects could be shared, thereby, leading to continuous improvement in the preparation of administrators throughout the region.

implementation strategies

Implementation of any of these strategies could meet resistance. Participants offered their insights into the potential issues that would be faced, recommended strategies to overcome these issues, and identified the means to disseminate this document to the region. In order of the number of times topics were mentioned, participants considered the following issues important to be cognizant of or to overcome in implementing a regional system:

- the sovereignty of each individual state, for example, turf issues

- funding and funding mechanisms, for example, how will the system be financed? What will the financing system be? Will fees be shared? Will there be one fee or several? How will fees be reallocated?

- existing statutes and regulations in each state

- turf issues of other interested groups, for example, professional associations, universities, teachers' unions, state boards, legislators, the private sector, and state school boards associations

- nonportable pensions and benefits

- institutional resistance to change, particularly among institutions of higher education because of their structure

- geography and transportation

- no agreed-on expectations for outcomes of excellence

- a lack of clarity in implementing and administering the system

Having identified the issues to be dealt with, participants recommended several solutions to overcome them. The overwhelming response was for more regional cooperation. This could make use of and integrate the diverse and sometimes divergent perspectives, talents, and resources of the various constituencies and institutions that contribute to the common goal of developing and selecting the best possible leadership for our schools and educational systems. This cooperation took different forms, for example, more interstate visits and projects; information sharing among higher education and professional associations, perhaps sponsored by the Laboratory; continued regional cooperation among states; coordination of college and university programs across the region; more regional think tanks and discussions to build trust and establish networks; and regional meetings of groups for continued support and sharing.

Tied for second were requests for the involvement of all stakeholders and better public relations. Stakeholders recommended for greater

involvement were members of unions; governors; legislators; representatives from school districts, higher education institutions, and business and industry; and parents. Regarding better public relations, they suggested that articles or thought pieces should be written and submitted to national journals to gain acceptance and establish credibility for this regional effort.

In third place were recommendations for the use of video and distance learning to provide professional development opportunities and the establishment of pilot efforts in each state. The latter would demonstrate that a regional system can work as well as develop a network of continuing support for it.

In terms of disseminating this document, the participants felt it should not stand alone. It should be shared with a variety of individuals and entities in settings that provide an opportunity for discussion. Individuals or entities targeted within the region should include state education agencies, professional associations, state senate and house education committees, institutions of higher education with preparation programs for administrators, state school board associations, governors and their education policy advisors, the Council of Northeast Governors, congressional representatives, chambers of commerce, and business and industry leaders. Administrator Standards Working Group members and Study Conference participants would share this working document in regional symposia, focus groups, workshops, seminars, and meetings of relevant professional associations.

recruitment strategies

The presence of underrepresented groups in educational leadership roles in our schools and districts has decreased in the last decade. Participants perceived several reasons for this decline. Their perceptions, listed in order of the number of responses each received, are:

- lack of incentives, for example, inadequate salaries and noncompetitive salary structure, lack of positive family leave policies, uninviting working environments, absence of child care
- shortage of role models, support, and encouragement

- "old boy" networks
- negative attitudes, for example, perception of "not qualified," stereotypes and preconceptions, biases of school boards and headhunters, norms regarding roles and hiring
- negative image of the job, for example, demands on time
- "imposter syndrome," that is, women are not secure in their jobs and underestimate themselves
- limited experience, lack of preparation, or lack of opportunity
- unwelcome environment, patronizing attitudes
- conflict with family values and responsibilities
- sexual harassment
- shortage of persons from underrepresented groups in the teaching ranks
- lack of money for tuition

To combat this problem, the participants proposed several strategies. In order of importance, they are:

Increase recruitment strategies, for example, institute a management succession planning system that identifies high-potential candidates within education to be developed and promoted into leadership roles, provide more counseling to encourage people to enter teaching and administration, get more underrepresented groups into searches, encourage public hiring processes, and change the mode of networking.

Create incentives such as sabbaticals, stipends, rewards or awards for role models for underrepresented groups, scholarships, day care at work sites, family leave policies, travel vouchers for more remote areas, assistantships, and fellowships.

- Educate individuals and school boards that diversity is positive, not negative; conduct workshops that combat racial and ethnic bias; and offer community awareness programs.
- Develop and enforce affirmative action policies and procedures.
- Create and support networks for underrepresented groups.
- Encourage members of underrepresented groups to become involved in the political process.
- Continue to improve salaries, and make them competitive.
- Shift to a collaborative model more quickly, as collaborative leadership skills are more natural to women.
- Encourage others to learn more about and be role models.
- Change membership on school boards and selection committees, and provide staff development opportunities to them on expanding the hiring pool.

EPILOGUE

The Northeast states and the Laboratory believe that this four-day conference accomplished the following:

> revised the proposed regional competencies to stress the demonstration of proficiency;
>
> drafted a framework for continuous professional development that will be used to improve preservice and inservice programs for educational administrators as well as be a catalyst for continued dialogue and reform of programs, so that schools will better meet the needs of the children and families they serve; and
>
> created a cadre of individuals (principals, superintendents, teachers, faculty members from institutions of higher education, representatives from business and industry, legislators, and LEAD Center directors) in the Northeast who are committed to change and anxious to work with colleagues throughout the region to improve the preparation and continued development of educational administrators.

As in most efforts of this kind, this endeavor also identified challenges and raised questions that need to be answered by the Administrator Standards Working Group. Foremost among the challenges is to find a means to sustain the energy, excitement, and dedication of the Study Conference's participants to transform the professional development provided to existing and future school leaders in the Northeast. Without their involvement and that of their colleagues, change will not occur.

Chief among the questions participants posed are:

> How many credentials should be issued, for example, one for a school leader, one for a principal and one for a superintendent, or one for the entry-level credential and two for the advanced-level credential?
>
> How can a regional delivery system for professional development be implemented? How can the expertise available in the region be best used to transform professional

development? Should the delivery system be one that affords a chance to experiment and evaluate the success of these experiments? Will these efforts be coordinated by a regional steering committee or advisory board? How will they be evaluated?

Will the strategies that have been suggested truly make the ranks of school administrators representative of the community at large?

Much of the continued success of this effort will rest on the Administrator Standards Working Group's and the Laboratory staff's ability to employ the talent, expertise, and dedication of those affected by or affecting changes in the preparation and development of school administrators in our region. We plan to use this document, published as a work in progress, as a means to broaden the discussion and widen action within the region to improve professional development. Rather than let it lie on shelves, Administrator Standards Working Group members, Laboratory staff, and Study Conference participants plan to use it in focus groups throughout the region to encourage dialogue and action among stakeholders.

Our long-term plan includes three elements: regional competencies and a regional credential for administrators in the region, a performance-based assessment that is tied to the receipt of the regional credential, and regional professional development that mirrors the proposed competencies. A contract among the states, the Laboratory, and National Evaluation Systems, Inc. (the vendor that will develop, validate, and administer the performance-based assessments) has been signed by the Commissioners of Education, the Executive Director of the Laboratory, and the President of National Evaluation Systems. The assessments and a regional credential will be available in the fall of 1995. The Northeast states and the Laboratory hope to obtain outside funding to encourage the design, implementation, and evaluation of up to five demonstration projects throughout the region. If funding is secured, staff from demonstration projects, Study Conference participants, Administrator Standards Working Group members, and other interested parties will convene twice a year to share findings. These efforts will be guided by Study Conference participants and the Administrator Standards Working Group.

APPENDICES

Appendix A
Seventh Draft of Competencies for Administrators

Appendix B
Participants at the DeWitt Wallace-Reader's Digest Fund Study Conference

APPENDIX A—SEVENTH DRAFT OF COMPETENCIES FOR ADMINISTRATORS

Generic Leadership Skills

These generic leadership skills apply to both superintendents and principals.

Leaders will be **visionaries and responsible risk takers,** based on an evolving personal belief system about education. They will have demonstrated proficiency to:

- identify the need for systemic change and serve as agents for that change;
- enable staff, students, parents, and community members to build and share a vision of learning and teaching for their organizations;
- help define and articulate a vision and be able to make that vision concrete to others;
- develop an operational plan for the vision;
- identify and create resources to implement the vision;
- assess their organization's progress toward its vision with staff and community members;
- provide an environment and culture where creativity, responsible risk taking, and experimentation are shared, valued, and practiced;
- handle ambiguity and uncertainty;
- promote leadership and decision making in others;
- understand, facilitate, and manage change in themselves, others, and their organizations; and
- analyze and challenge the status quo and encourage others to do so for the purpose of improving student learning.

Leaders will **embrace diversity.** They will have demonstrated proficiency to:

- model respect, understanding, sensitivity, and appreciation for all people;
- function effectively in a multilingual, multicultural, and economically diverse society;
- develop and implement educational, political, and organizational strategies effective for a diverse community; and
- significantly contribute to the elimination of discrimination in the system's workplace.

Leaders will have **excellent interpersonal skills.** They will have demonstrated proficiency to:

- understand and be responsive to the needs of students, staff, parents, and community;
- facilitate communication that yields results through teamwork, consensus, and inquiry;
- help resolve conflicts and manage stress; and
- provide feedback that promotes growth and development.

Leaders will be able to **manage through collaboration.** They will have demonstrated proficiency to:

- use knowledge of group dynamics, process skills, organizational theory/management and development, systems theory, systemic change, marketing, and public relations;
- practice problem analysis and work with students, staff, parents, and the community to define problems and discover solutions;
- plan, prioritize, and follow through on tasks;
- analyze power structures and make connections among fields, individuals, and organizations;
- model and encourage collaboration to maximize resources, for example, assess who should be involved in coalitions and build them;
- understand power and authority and use them appropriately;
- delegate responsibility;
- reflect on their own practice and check their reflections with others as the basis for making decisions to improve their practice;
- accept responsibility for their own actions and behaviors; and
- act within a professional code of ethics.

Professional Knowledge, Competencies, and Attributes for Principals

As the educational and instructional leaders of schools, principals will have demonstrated proficiency to:

- understand the culture of the school system;
- create a climate to maintain and enhance schools as learning communities for children and adults;
- promote academic and social learning as the primary purpose of schools;
- assess their school's progress toward its vision with staff, students, parents, and the community;
- apply knowledge of schools—their organization, structure, function as a place for learning, and purpose in a democratic society;
- use knowledge of human development and teaching and learning theory for children, adolescents, and adults;
- apply a thorough knowledge of curriculum, curriculum development, and instructional practices, including knowledge of integrated curriculum and instructional strategies for a diverse population;
- access, use, and conduct research;
- use a variety of methods to assess and evaluate student growth;
- plan, develop, and evaluate programs;
- use a variety of methods to assess and evaluate staff and program effectiveness;
- support beginning teachers; and
- implement ongoing professional growth and development for themselves and their staff.

As the educational managers of schools, principals will have demonstrated proficiency to:

- apply knowledge of human resource management in terms of:
  - selection and retention of staff, including underrepresented groups; and
  - labor relations, including contract management.
- apply knowledge of budget and fiscal planning and principles of management and accountability;
- use knowledge of federal, state, and local laws; regulations; and board policies; and
- effectively collaborate with social service agencies, institutions of higher education, other state agencies, and business and industry in the service of the school's mission.

Professional Knowledge, Competencies, and Attributes for Superintendents

As the educational and instructional leaders of districts, superintendents will have demonstrated proficiency to:

- understand the culture of the school system;
- create a climate to maintain and enhance schools as learning communities for children and adults;
- promote academic and social learning as the primary purpose of schools;
- assess their district's progress toward its vision with staff, students, parents, school committee members, and the community;
- use research findings as a basis for decision making;
- apply knowledge of schools—their organization, structure, function as a place for learning, and purpose in a democratic society;
- use knowledge of child, adolescent, and adult development and learning theory;
- apply an understanding of curriculum and instruction, including knowledge of integrated curriculum and instructional strategies for a diverse population;
- use various means of assessment and evaluation to promote student growth;
- use various means to assess and evaluate staff performance;
- plan, develop, and evaluate programs; and
- implement ongoing professional growth and development for themselves and their staff.

As the educational managers of districts, superintendents will have demonstrated their proficiency to:

- apply knowledge of human resource management in terms of:
  - recruitment, selection, and retention of staff, including underrepresented groups; and
  - labor relations and negotiations, including contract management.
- apply knowledge of program planning and management in terms of:
  - budget and fiscal planning and principles of management and accountability;
  - facilities and plant management;
  - student support services;
  - planning services to meet the educational needs of all students, staff, parents, and the community; and
  - federal, state, and local laws; regulations; and board policies.
- effectively collaborate with social service agencies, institutions of higher education, other state agencies, and business and industry in the service of the district's mission.

APPENDIX B—PARTICIPANTS AT THE DEWITT WALLACE-READER'S DIGEST FUND STUDY CONFERENCE

Charles H. Ashley
Professor
University of New Hampshire
Durham, NH

Bruce J. Avolio
Director
Kellogg Leadership Program
Binghamton University
Binghamton, NY

Patsy Baugh
Director
New Hampshire
LEADership Center
University of New Hampshire
Durham, NH

Chaunce Benedict
Assistant Superintendent
Bennington-Rutland
Supervisory Union
Manchester Center, VT

Mildred C. Blackman
Director
The Principal's Center
Harvard University
Cambridge, MA

Eloise Boyer
Educational Specialist III
RI Department of Education
Providence, RI

Thomas A. Brown
Superintendent
South Colonie
Central Schools
Albany, NY

Gary Burton
Superintendent
SAU #2
Meredith, NH

Margaret L. Cassidy
State Coordinator
MA Department
of Education
Quincy, MA

Kenneth S. Chapman
Principal
Wildwood Elementary
School
Amherst, MA

Michael Chernoff
Senior Project Director
National Evaluation Systems
Amherst, MA

Felix Chow
Education and Training
Director
Corporate Environmental,
Health, and Safety
Digital Equipment
Corporation
Maynard, MA

Richard J. Clark
Professor of Education
Furcolo Hall
University of
Massachusetts
Amherst, MA

Jacqueline P. Clement
Consultant
Etna, NH

Edward L. Dambruch
Consultant
Cranston, RI

Parker Damon
Principal
McCarthy-Towne School
Acton, MA

APPENDIX B—PARTICIPANTS AT THE DEWITT WALLACE-READER'S DIGEST FUND STUDY CONFERENCE (cont'd.)

Joseph N. DeJesus
Superintendent
Bronx High Schools
Bronx, NY

Richard Dillon
Chief of Licensing and
Professional Standards
VT Department of Education
Montpelier, VT

Pat Dyer
Project Director
Cultural Education Center
NY State Education Department
Albany, NY

Katharine Eneguess
Vice President
Business and Industry
Association of New Hampshire
Concord, NH

Judith Fillion
Director
Division of Standards and
Certification
NH Department of Education
Concord, NH

Robert Forest
Professor
Education Department,
Castleton State College
Castleton, VT

Gerald Freeborne
Executive Coordinator for
the Teaching Profession
NY State Education Department
Albany, NY

David Gere
Senior Editor
National Evaluation Systems
Amherst, MA

Frederica F. Haas
Director
Bureau of Teacher Preparation
and Certification
PA Department of Education
Harrisburg, PA

Maryellen Harmon
Senior Resource Associate
Boston College
Center for the Study of Testing,
Evaluation, and Educational Policy
Chestnut Hill, MA

Edith L. Hunsberger
Associate in Professional
Examination Development
NY State Education Department
Albany, NY

Barbara L. Jackson
Professor of Education
Division of Administration,
Policy, and Urban Education
Fordham University
New York, NY

E. Janet Jamieson
Superintendent
Rutland Southwest Supervisory Union
Poultney, VT

Edwin N. Kastuck
Certification Specialist
Division of Certification
ME Department of Education
Augusta, ME

Jane Kondon
Principal
Davisville Middle School
North Kingstown, RI

Nils H. Larson
State Representative
Bristol, NH

Robert Larson
Professor
Administration and Planning
College of Education and
Social Services
The University of Vermont
Burlington, VT

David Lehman
Principal
Alternative Community School
Ithaca, NY

Charles C. Mackey, Jr.
Administrator
Teacher Certification Policy
NY State Education Department
Albany, NY

Jack McCabe
Assistant to the Executive Officer
Wayne Finger Lakes
B.O.C.E.S.
Stanley, NY

Linwood A. McDaniel
National Executive
Service Corps
Mentor/Principal Program
New York, NY

John McGarraghy
School of Education
Baruch College/CUNY
New York, NY

Jacqueline Morana
Principal
Houghton Academy
Buffalo City School District
Buffalo, NY

Mel Myler
Executive Director
NEA-NH
Concord, NH

Ray Raudonis
Superintendent
SAU #28
Windham, NH

Harold Raynolds, Jr.
Former Massachusetts
Commissioner of Education
Woodstock, VT

David Seeley
Coordinator for Supervision and
Administrator Programs
College of Staten Island/CUNY
Staten Island, NY

Linda Tinelli Sheive
Interim Dean
School of Education/SUNY
Oswego, NY

Patricia Skinner
State Representative
Windham, NH

Philip A. Streifer
Superintendent
Barrington Public Schools
Barrington, RI

Diane Thomas
Senior Trainer
Kellogg Leadership Program
Binghamton University
Binghamton, NY

Scott D. Thomson
Executive Secretary
National Policy Board for
Educational Administration
Fairfax, VA

Nelson Walls
Director
Maine Leadership Consortium
Augusta, ME

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 900
Andover, Massachusetts 01810
Telephone (508) 470-0098

BEST COPY AVAILABLE